Action Research Project: Implementing a site licence for TextHELP: Read & Write in a regional high school

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Inclusive Learning Technologies Conference 2008

Presentation Outline

- Provide a background to the action research.

- Outline the implementation of the project.

- Provide discussion of the results of the action research.

Presentation Information

Information and documents relating to this presentation can be found @:

gregoconnor.wikispaces.com/

Background

- North Coast Region Assistive Technology Mentoring Project

- Broken Bay High School and TextHELP Read & Write prior to 2007:

  - ➤ Limited access to program

  - ➤ Lack of staff training

  - ➤ Lack of student training
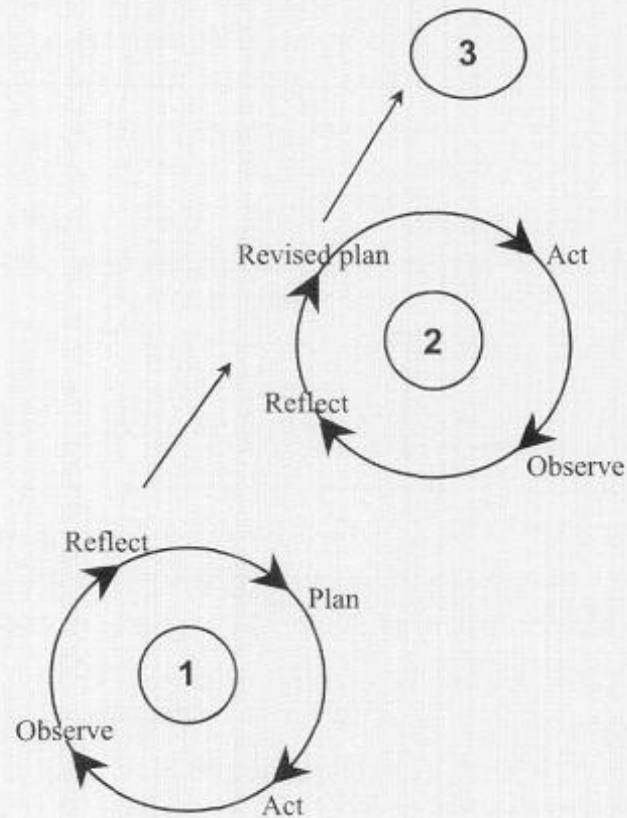
Action Research Model

"Investigations conducted <u>by</u> and <u>for</u> the people taking the <u>action,</u> on their <u>own action</u> to inform their future <u>actions</u>"

Richard Sagor (2005)

Action Research Model

Figure 1 The spiral of action research cycle

Source: Zuber-Skerritt (2001, p. 15)

Action Research Model

Sagor, R. (2005). *The Action Research Guidebook: A Four Step Process for Educators and School Teams.* Thousand Oaks, CA: Corwin Press.

Implementing Action Research

Q1. Will a site licence for TextHELP Read & Write increase student access?

Q2. Does increase access have an impact on student[1] learning outcomes?

[1]Five targeted students

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Implementing Action Research

Triangulated Data

1. Research journal and observations

2. Assessment results and work samples

3. Feedback from students and staff

Results

Q1. Increased Access

1. TextHELP Read & Write on all computers on network, staff computers, student laptops, Library, Aboriginal Tutor room

2. Increased teacher knowledge of program and requests for training

3. More students accessing program

4. All classes in Year 7 are introduced to the program

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Results

Q1. Increased Access

5. Staff taking responsibility with an decreased need for 1:1 teacher aide support

6. Mostly English staff using program, followed by science and HSIE.

7. All 5 students using program in English, Science and HSIE classes and exams

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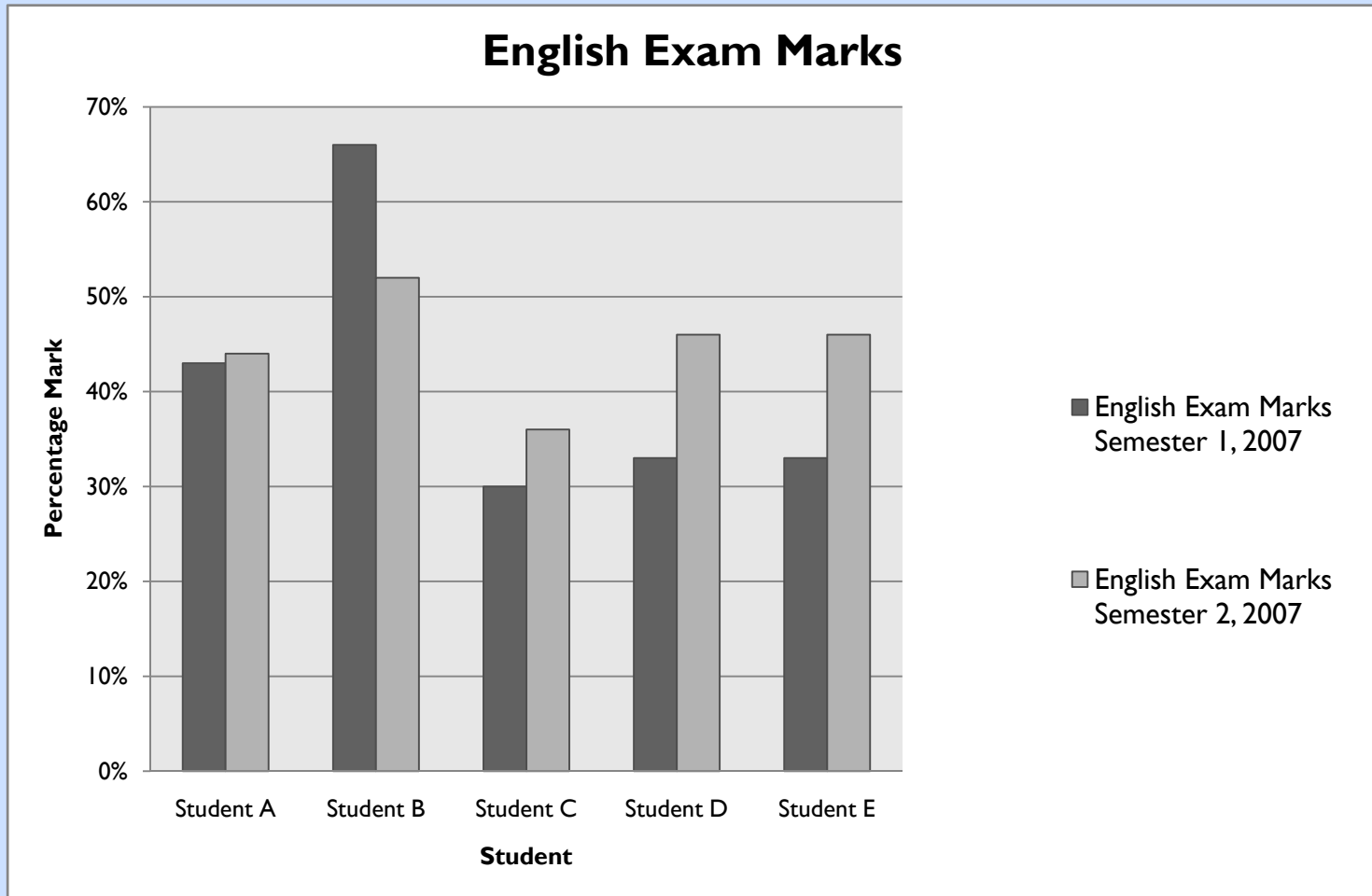
Results

Q1. Increased Access

Issues:

1. Installing software

2. Preparation of learning material in advance in digital format by teachers

3. Access to computer labs

4. Headphones

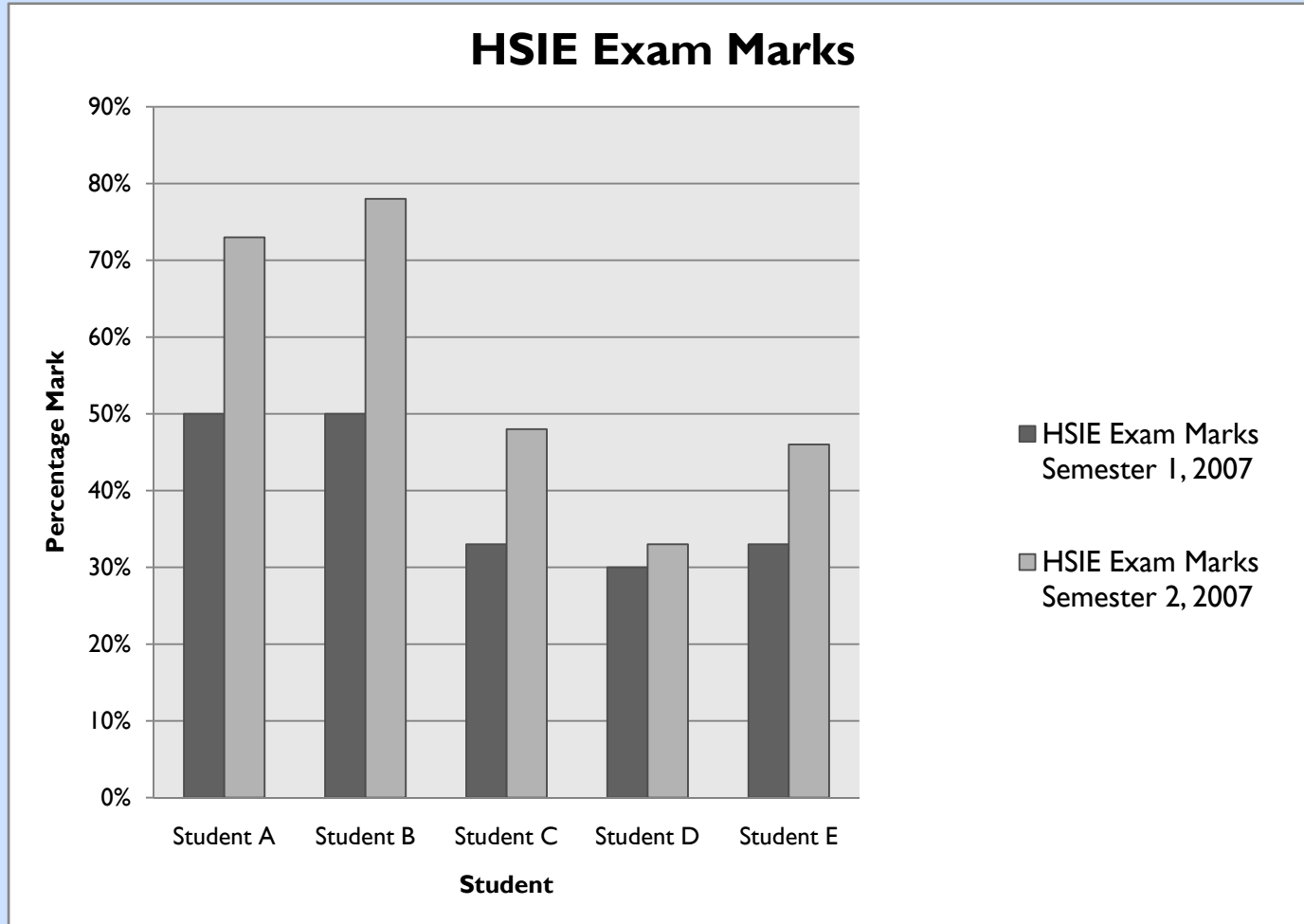5. Students didn't fully access program until Semester 2, 2007

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Results

Q2. Improved Outcomes

Results

Q2. Improved Outcomes

HSIE Exam Marks

Legend:
- HSIE Exam Marks Semester 1, 2007
- HSIE Exam Marks Semester 2, 2007

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Results

Q2. Improved Outcomes

1. Positive attitude of students

2. More on task and independent behaviour

3. Student B handed in all in-class assessments

4. Students A, B & C take all notes in TextHELP

5. Improved internet use

6. Increased quality of assignments

7. Decreased student stress

Results

Q2. Improved Outcomes

8. Year 9 class 100% internet research task completion (Previously 30%)

9. Year 9 class improved on-task behaviour (Is it the program or the headphones?)

10. In English class 3 out of 21 students handed in assessment on time – 2 of these students were using TextHELP
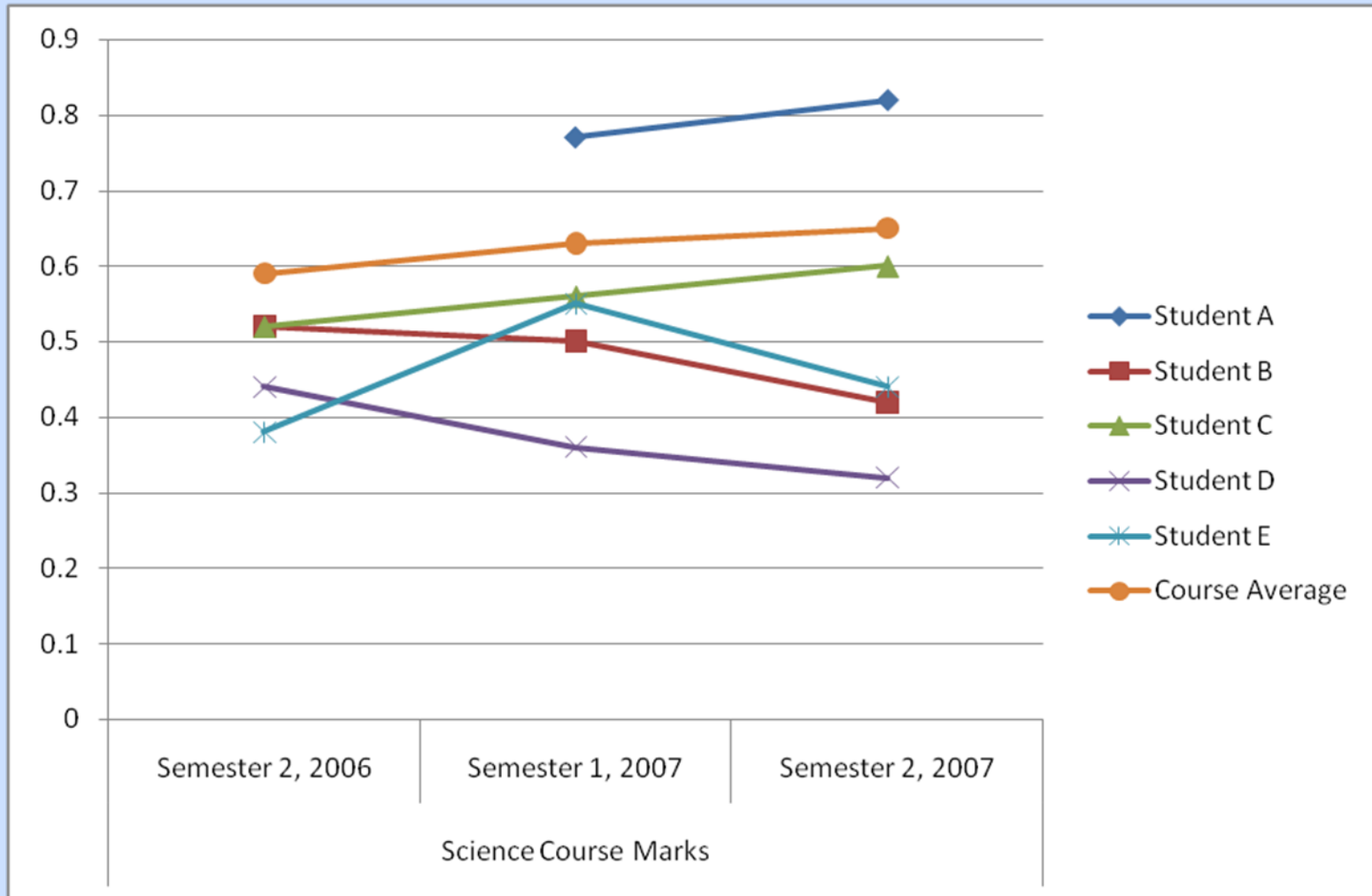
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Results

Q2. Improved Outcomes

Issues:

1. Group Year 9 boys refused to use program – "I'm not that dumb" – students don't engage with computer technology

2. Data collection can be difficult and time consuming eg timing data not taken but will it prove anything but typing speed?
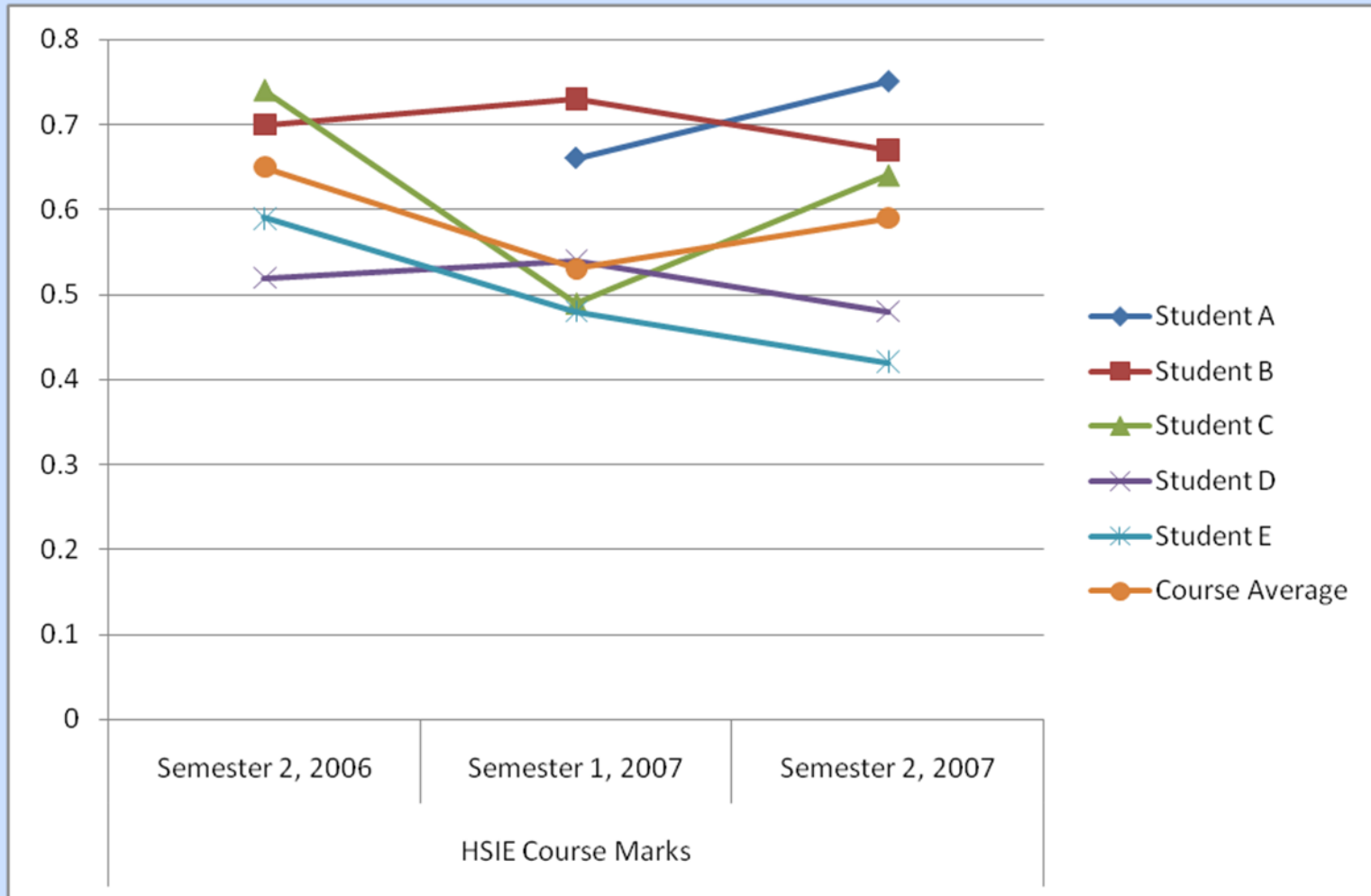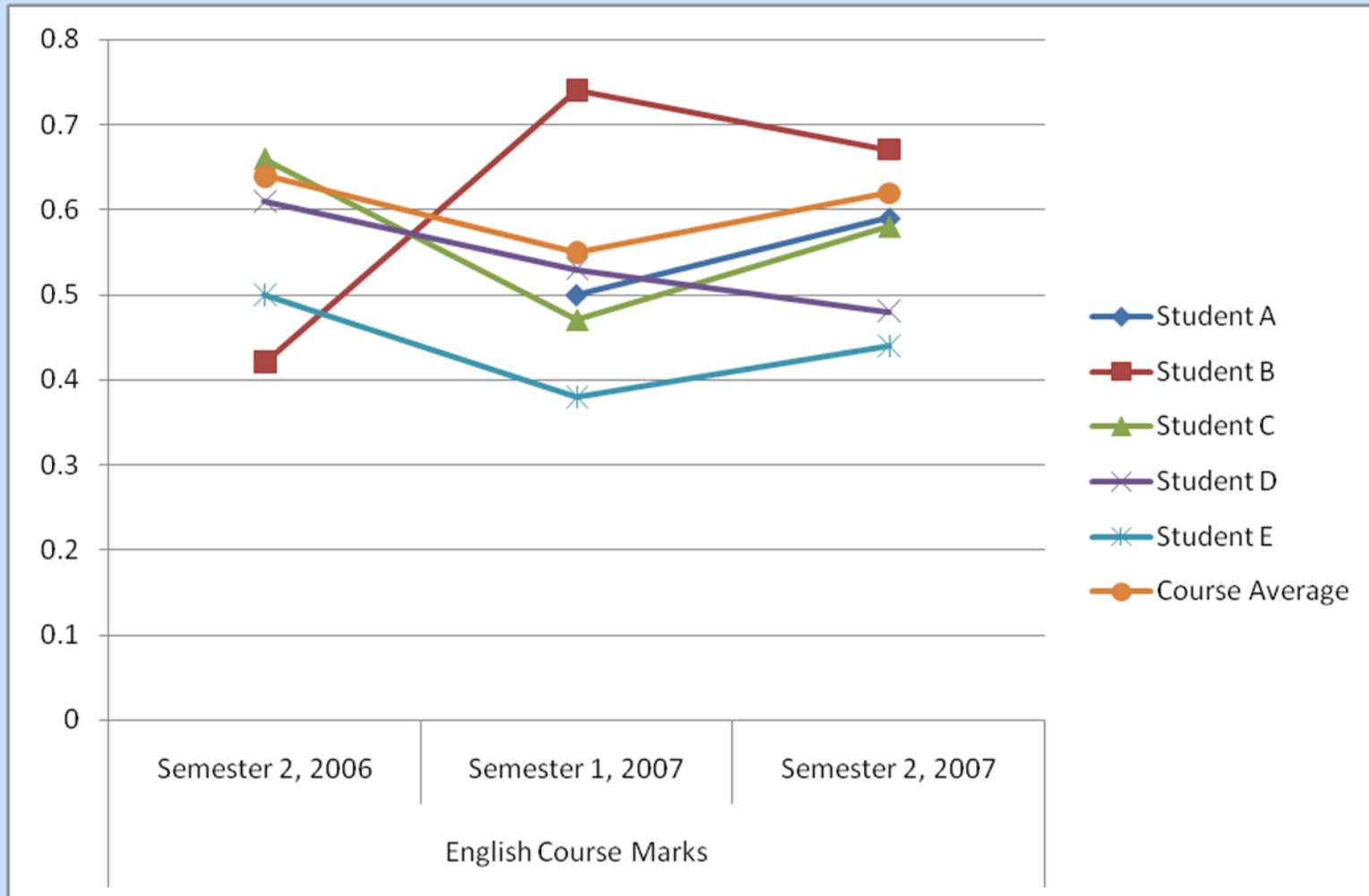
Results

Q2. Improved Outcomes

Results

Q2. Improved Outcomes

Results
Q2. Improved Outcomes

What does this all mean?

1. **Continuation of action research cycle required**

2. **Don't expect results overnight**

3. **Other factors impact on results**

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